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AUTHOR Menlo, Allen
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ABSTRACT

This study concerns itself with a comparison of selected interpersonal and intrapersonal perceptions, attitudes, and values of teachers in industrial cities in three countries--England, West Germany, and the United States. The nonsubstantive, positional nature of teachers' responses were compared across the three national settings, and questions were posed with the expectation that the teachers' answers might lead to a clarification of some psychological issues or problems across the three cultures. The three questions posed were: (1) Do teachers in one national setting differ from teachers in the other national settings regarding their perceptions of their autonomy within their classrooms and schools, their perceptions of the daily work of the teacher, their attitudes toward their colleagues and their students, and their styles of responding to inquiry. (2) Do the influence relationships between interpersonal and intrapersonal factors that exist in one national setting differ from the way they exist in the other national settings? and (3) Do the teachers in their respective national settings differ regarding the personal-social values they wish students to acquire through school experience, and the acquisitions they seek for themselves through the experience of teaching? Statistical analysis employed two-tailed tests of significance, one-way analysis of variance, and chi-square analysis. Extensive analysis and discussion of the results is provided along with the data. An appendix provides examples of the questionnaires used in each country, and references are also included. (DS)

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A COMPARISON OF SCHOOL-RELATED PERCEPTIONS, ATTITUDES, AND VALUES OF TEACHERS IN THREE COUNTRIES[1]

Allen Menlo
The University of Michigan

Cross cultural research is still a relatively new area of exploration in psychology. The International Association of Cross-Cultural Psychology just recently held its Third International Congress. The Journal of Cross-Cultural Psychology is in its sixth year of publication. In 1973 and 1975 two texts, focused clearly on cross-cultural research in psychology (Brislin, Lonner, and Thorndike, 1973; Price-Williams, 1975), were published. Psychological research relevant to Education is one of the fertile domains of work within the cross-cultural context. The phrase, relevant to Education, could have any one of several meanings. It could mean that the collection of data takes place within an educational setting; or that the issue, problem, or question under study is an educational one; or the population from whom data are collected is composed of either providers or consumers of education; or the findings have implications for educational practice; or the concepts being studied are educational. Cross cultural research in Educational Psychology, then, might include any one or all of the above characteristics. John McLeish's study of teachers' attitudes in the setting of university classes (McLeish, 1969, 1970, 1976) is one example of cross-cultural research which includes all of the aforementioned characteristics. The study reported herein also incorporates all of these characteristics. In addition to its hopefully being of interest and use in its own right, perhaps it may generate interest for others in the area of cross-cultural educational psychology.

This study concerns itself with a comparison of selected interpersonal and intrapersonal perceptions, attitudes, and values of teachers in industrial cities (Sheffield, Frankfurt, Flint) in three countries: England, Germany and the United States. In addition, the non-substantive, positional nature of teachers' responses were compared

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across the three national settings. No theory was advanced in regard to the existence of any differences, similarities, or their nature on any of the dimensions compared. Instead, questions or inquiry were posed with the expectation that tht answers might lead to a clarification of some psychological issues or problems across three cultures. Both large scale questionnaire data and small scale interview data were gathered in all three settings. The questions which were posed and which will be treated here are:

1) Do teachers in one national setting differ from teachers in the other national settings regarding their perceptions of their autonomy within their classrooms and schools, their perceptions of their selves as teachers, their perceptions of the daily work of the teacher, their attitudes toward their colleagues and their perceptions of their colleagues' attitudes toward them, their attitudes toward students and the certainty of their attitudes toward students, and their styles of responding to inquiry?

2) Do the influence relationships between interpersonal and intrapersonal factors which exist in one national setting differ from the way they exist in the other national settings?

3) Do teachers in one national setting differ from teachers in the other national settings regarding the personal-social values they wish students to acquire through school experience, and the acquisitions they seek for themselves through the experience of teaching?

Since the three countries historically represent different styles of governmental leadership and differ in cultural values, and the three cities have similarities in their makeup, they appeared as appropriate settings for cross-cultural comparison. It was, also, the researcher's prior professional contacts and work in these cities that served as another reason for their selection.

Working directly with the City of Sheffield Education Authority and the University of Sheffield Education Department, copies of the English version of the questionnaire (See Appendix I), with a cover letter, were mailed to the Heads of all 227 primary and secondary schools within the Sheffield school authority. Working directly with the Didactic Center of the Johan

Wolfgang Goethe University, copies of the German version of the questionnaire (See Appendix I) were mailed, with cover letter, to the Rektors of all 135 elementary and secondary schools within the Frankfurt school district. In each of these settings, two to eight questionnaires were mailed to each school depending upon its size, totalling 700 questionnaires in Sheffield and 800 in Frankfurt. The Office of Research of the Flint Community Schools and the school administrators themselves comprised the direct sources of contact for the research study in that setting. Copies of the American version of the questionnaire (See Appendix I), with cover letters to both principals and teachers, were mailed to the Principals of all 55 elementary, junior high, and senior high schools within the Flint School System. Here a sufficient number of questionnaires for all teachers were mailed to each

TABLE I

DESCRIPTION OF SAMPLE

	Sheffield N = 480		Frankfurt N = 185		Flint N = 858	
Sex	N	%	N	%	N	%
Male	151	(31.5%)	58	(31.4%)	298	(34.7%)
Female	329	(68.5%)	127	(68.6%)	558	(65.0%)
No Answer	-	-	-	-	2	(0.3%)
Marital Status						
Single	126	(26.3%)	42	(22.7%)	115	(13.4%)
Married	326	(67.9%)	137	(74.0%)	647	(75.4%)
Divorced, Separated	17	(3.5%)	4	(2.2%)	71	(8.3%)
Widowed	9	(1.9%)	2	(1.1%)	19	(2.2%)
No Answer	2	(0.4%)	-	-	6	(0.7%)
Age						
Under 25	74	(17.5%)	13	(8.5%)	33	(3.9%)
25 - 35	178	(42.0%)	85	(55.6%)	326	(38.0%)
35 - 45	145	(34.2%)	36	(23.5%)	244	(28.4%)
Over 45	61	(13.5%)	34	(20.5%)	243	(28.3%)
No Answer	22	(4.6%)	17	(9.2%)	12	(1.4%)
Years Taught						
Less than 5	136	(28.3%)	47	(25.4%)	129	(15.0%)
5 - 10	121	(25.2%)	55	(29.7%)	252	(29.4%)
10 - 20	120	(25.0%)	38	(20.5%)	314	(36.6%)
20 - 30	81	(16.9%)	41	(22.2%)	132	(15.4%)
30 - 40	22	(4.6%)	4	(2.2%)	31	(3.6%)

school, totalling 1,800 questionnaires. In each school in each setting the questionnaires were made available to faculty, and interested teachers completed them and then mailed them back anonymously in sealed envelopes. The returned, useable sample in Sheffield was 480, in Frankfurt it was 185, and in Flint 858. The three samples, while different in size, are similar in percentage distribution of sex, marital status, age, and years of experience in teaching. Table I describes the three samples in terms of these four dimensions.

In addition to administering the mail questionnaires, the host institution in each national setting arranged for group interviews of five to eight teachers in six schools of different academic level and subculture.

The data in Sheffield and Frankfurt were collected in May and June of 1973, and the data in Flint were collected in April and May of 1976.

The Questionnaire

The English version of the total questionnaire was constructed in the United States and field-tested by mail with professional educators in England. The questionnaire was translated into German at the Johan Wolfgang Goethe University and field-tested with Frankfurt teachers prior to its final printing and use. Except for a few word changes in Sections I and II, the American version of the questionnaire was the same as the English version.

The questionnaire was composed of three parts. Part I contained eleven questions which requested personal and professional background information.

Part II requested respondents to indicate, on a six point scale, the extent of influence they felt they had in twenty areas of decision in their own classrooms and schools. Each item, representing an area of decision, was scored separately with scores ranging from 1 for no influence to 6 for total influence. For

each respondent, the sum of the separate item scores was divided by the number of items answered, thus providing a mean score of all items answered. This score was used to represent the respondents' perceptions of the overall autonomy they had in determining what happens in their own classrooms and schools. The lowest possible mean score was 1 and highest possible was 6. These twenty items were adapted from an instrument constructed by Leverne S. Collet as part of a University of Michigan study on "A National Survey of the Role of the Teacher in Educational Decision-Making." This study was initiated in 1970 and was headed by Claude A. Eggertsen. The original instrument was pretested with English teachers for clarity, appropriateness, and relevancy of items by Collet and by the National Foundation for Educational Research of England. Collet also confirmed the validity of the instrument with a sample of English teachers of known varying levels of autonomy.

In addition to using the twenty items of Part II for an assessment of perceived overall autonomy, six autonomy sub-scales were developed from the twenty items. This was accomplished by conducting a cluster analysis and a factor analysis of the total teacher population's responses to the twenty items and then moderating the very slight differences between the two sets of information by comparing them to previous logical sorting of the items. The six sub-scales which emerged concerned decision-making in regard to: own conduct as teacher, (items 17 and 18); own teaching practice (items 2,3,4,5,10,11, 12); student conduct (items 1, 14, 15); assessment of students (items 6 and 9); special education placements (items 7 and 8); and school policy (items 13, 16, 19, 20).

Part III contained four sections. The first section was comprised of three semantic differential scales (Osgood, Suci & Tannenbaum, 1957) under the concept of yourself as teacher and

was designed to assess respondents' perceptions of their selves as teachers. Each scale was scored by assigning weights of 1 to 6, from most negative to most positive responses, respectively. For each respondent, the sum of the separate item scores was divided by the number of items answered, thus providing a mean score of all items answered. This score was used to represent the extent of positiveness or negativeness of the respondents' overall perceptions of their selves as teachers. These scores could also range from 1 to 6.

The second section of Part III also contained three semantic differential scales, this time under the concept of the daily work of the teacher. It was designed to assess the respondents' perceptions of the daily tasks associated with teaching and was scored in the same manner as the preceding scales.

Section 3 of Part III was composed of three items from the Minnesota Teacher Attitude Inventory (Cook, Leeds & Callis, 1951), and a sureness measure associated with each of the three MTAI items. Responses to the MTAI items were scored 5 for the most permissive choice down to 1 for the least permissive. Certainty responses were scored 3 for Very Sure to 1 for Fairly Sure. The MTAI items were employed to assess the respondents' permissiveness or restrictiveness of attitude toward students and the sureness scales to assess certainty or firmness of attitudes. Both sets were scored for individual items as well as means for the sum of all three items.

Section 4 of Part III was comprised of two sets of scales developed by the researcher as a means of quantifying the general positiveness or negativeness which respondents felt toward their fellow teachers and which they perceived their fellow teachers felt toward them. In each of these sets of scales six faces were presented, three portraying different levels of positive feeling and three showing different levels of negative feeling. The respondents were requested to indicate the general number of colleagues toward whom they felt each way and the general number who

they thought felt each way toward them. They did this by checking one of five verbal scale points -- None, A Few, Some, Many, or All in relation to each face. Each set of scales was scored by assigning a weight of 0 to None, 1 to A Few, 2 to Some, 3 to Many, and 4 to All, and then multiplying the scale point for the most positive face by 3, the second most positive face by 2, the third most positive face by 1, the most negative face by -3, the second most negative by -2, and the third most negative by -1. All these weights were summed, the sum was divided by the number of weights (disregarding the 0's) thus giving an average score. The highest possible average score was +12 and the lowest possible average score was -12.

In order to examine the factor of response style and to discover whether a style of responding exists within one sample which is significantly different from the styles existing within the other samples, three procedures were employed. All three procedures used the responses to the twenty items, each having six responses from which to choose on self-perceived autonomy in Part II of the questionnaire. The first procedure, in which a "response variability score" (Dvorak, 1976) is calculated, is as follows. For each respondent, an average score of all the respondents' responses was obtained. Then, the individual item scores were each subtracted from the average score, the difference squared, totalled and divided by the number of items to which the respondent responded. Thus, an average variability score was acquired for each respondent. The three samples were then compared regarding their response variability. In the second procedure, the relative use of each of the six scale points of all responses within a sample is determined. This was accomplished by calculating the number of times each scale point was selected within a total sample and then dividing the number of times for each scale point by the number of all responses made by the total sample. Thus, a percentage of use was obtained for each scale point. The three samples were then compared regarding their

relative use of the six scale points. The third procedure attempted to examine "extreme response style (ERS) ... the tendency to endorse extreme response categories in a multiple response category format ..." (Chun, Campbell, and Yoo, 1974). Several techniques of the procedure were employed here, but, at this writing, the meaning of the varied calculations are unclear. Further writings will attempt to incorporate these and further calculations and explore their meanings.

Analysis of Data[2]

All statistical analyses were in search of significant differences, employing either t-ratios with two-tailed tests of significance, one-way analyses of variance (F-ratios) with two-way planned contrasts (t-ratios), or chi square (x^2). Because of the fact that there were many comparisons made on the same populations, the conservative Sheffé test for differences between pairs of means was used in some cases. The .05 level of significance was used as the lower limit when evaluating the acceptability of F, t, or x^2. Most of the differences revealed in the analyses go well beyond the meeting of that criterion. These analyses are now presented in response to the first two questions of this study, as stated on page 1. The first question asked if any differences exist between Sheffield, Frankfurt and Flint teachers on the several interpersonal and intrapersonal dimensions explored in this study. The findings are presented in Tables 2 through 6.

[2]Attention should be called to the expecially competent and sensitive work of Ms. Caroline Kaczala, statistical consultant to this study.

TABLE 2

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THEIR SELF-PERCEIVED INFLUENCE ON CLASSROOM AND SCHOOL DECISIONS (AUTONOMY)

DECISIONS	SHEFFIELD (N=480) Mean Scores	FRANKFURT (N=185) Mean Scores	FLINT (N=858) Mean Scores	F	Comparison
1. Skills and attitudes which pupils are expected to develop in your classes	4.85	3.58	4.34	106.96***	S>Fl>Fr
2. Syllabus for subjects you teach	4.40	3.28	3.09	144.61***	S>Fr,Fl
3. Textbooks pupils use in your classes	4.06	3.17	2.98	91.99***	S>Fr,Fl
4. Sequence in which you teach topics	5.39	4.99	4.81	39.23***	S>Fr>Fl
5. Whether or not to include field trip for your pupils	4.81	4.96	3.31	205.64***	S,Fr>Fl
6. Methods of pupil assessment and examination in your class	3.91	4.26	4.27	8.34***	S>Fr,Fl
7. Placement of children from your classes into special school for emotionally disturbed	2.88	3.03	2.58	16.10***	S,Fr>Fl
8. Placement of children from your classes into special school for educationally sub-normal	2.84	3.41	2.46	50.81***	Fr>S>Fl
9. Method of reporting your pupils' achievement	3.93	4.43	3.95	9.75***	Fr>S,Fl
0. Buying new teaching equipment for your classroom	3.83	3.15	2.81	104.41***	S>Fr>Fl
1. Introducing complex technology into your classes	2.78	2.73	2.33	18.20***	S,Fr>Fl
2. Running an experiment on a new method in your class	3.88	4.08	3.70	6.52***	S,Fr>Fl
3. Size of your classes	1.74	1.41	1.91	16.07***	Fl>S>Fr
4. Rules for acceptable conduct in your classroom	5.31	4.23	4.71	83.93***	S>Fl>Fr
5. Type of disciplinary action in your classroom	4.97	3.97	3.96	110.37***	S>Fr,Fl
6. Standards of pupil dress, etc. in your classroom	3.43	1.65	1.98	207.54***	S>Fl>Fr
7. Standards of your own dress in school	5.35	5.55	4.96	31.87***	Fr>S>Fl
8. Way you use your free periods in school	5.20	4.07	4.58	38.37***	S,Fr>Fl

TABLE 2 (continued)

Subjects students must take in your school	3.16	1.94	1.85	148.83***	S>Fr,Fl
Establishing new subject in school's timetable	3.17	1.86	2.24	105.09***	S>Fl>Fr
TOTAL (Scheffe test used)	3.996	3.54	3.34	158.22***	S>Fr>Fl

(Highest possible item score = 6 Lowest possible = 1)

*** P .001

TABLE 3

SHEFFIELD, FRANKFURT AND FLINT TEACHERS COMPARED REGARDING THEIR PERCEPTIONS OF SELF AS TEACHER AND DAILY WORK OF THE TEACHER

SELF AS TEACHER

CHARACTERISTICS	SHEFFIELD (N=466) Mean Scores	FRANKFURT (N=181) Mean Scores	FLINT (N=846) Mean Scores	F	Comparisons
nteresting/Uninteresting	4.76	4.71	5.03	17.67***	Fl>S ,Fr
resh/Stale	4.55	4.83	4.83	11.69***	Fr ,Fl>S
uccessful/Unsuccessful	4.84	4.26	5.19	83.15***	Fl>S>Fr
TOTAL (Scheffe test used)	4.74	4.62	5.03	33.61***	Fl>S ,Fr

DAILY WORK OF TEACHER

CHARACTERISTICS	SHEFFIELD (N=463) Mean Scores	FRANKFURT (N=181) Mean Scores	FLINT (N=845) Mean Scores	F	Comparisons
ttractive/Unattractive	4.94	4.15	4.82	30.79***	S ,Fl>Fr
nviting/Uninviting	4.82	4.33	4.84	15.14***	S ,Fl>Fr
eautiful/Ugly	4.19	3.89	4.67	57.28***	Fl>S>Fr
TOTAL (Scheffe test used)	4.71	4.14	4.80	32.52***	S,Fl>Fr

(Highest possible item score = 6 Lowest possible = 1)

*** P .001

TABLE 4

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING PERMISSIVE/RESTRICTIVE ATTITUDES TOWARD STUDENTS AND CERTAINTY OF ATTITUDES

Attitudes (Most Possible Permissive Score = 5; Most Restrictive = 1)

Issues	SHEFFIELD (N=474) Mean Scores	FRANKFURT (N=183) Mean Scores	FLINT (N=855) Mean Scored	F	Comparisons
1. Increased freedom in classroom creates confusion	3.09	3.00	2.86	5.51**	S>Fl
2. Most pupils are resourceful when left on own	2.61	2.96	2.69	6.78***	Fr>S, Fl
3. Pupils usually are not qualified to select own topics	3.01	3.12	3.65	60.19***	Fl>S, Fr
TOTAL (Scheffe test used)	2.90	3.03	3.06	5.42**	Fl>S

Certainty of Attitudes (Highest Possible Certainty Score = 3; Lowest = 1)

Issues	SHEFFIELD (N=469) Mean Scores	FRANKFURT (N=177) Mean Scores	FLINT (N=802) Mean Scores	F	Comparisons
1. Increased freedom in classroom creates confusion	2.13	1.89	2.17	10.38***	S, Fl>Fr
2. Most pupils are resourceful when left on own	2.09	1.81	2.16	17.56***	S, Fl>Fr
3. Pupils usually are not qualified to select own topics	2.05	1.89	2.13	7.98***	S, Fl>Fr
TOTAL (Scheffe test used)	2.09	1.85	2.14	19.82**	S, Fl>Fr

** P .005 *** P .001

TABLE 5

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THEIR FEELINGS TOWARD COLLEAGUES AND THEIR PERCEPTIONS OF COLLEAGUES' FEELINGS TOWARD THEM

Direction of Feeling	SHEFFIELD (N=470) Mean Scores	FRANKFURT (N-178) Mean Scores	FLINT (N=848) Mean Scores	F	Comparisons (Scheffe test used)
Toward other colleagues	2.99	2.19	2.70	6.49**	S,Fl>Fr
Perception of others toward self	3.07	1.88	2.88	15.36***	S,Fl>Fr

(Most positive score possible = +12 Most negative = -12)

** P .005

*** P .001

TABLE 6

TWO COMPARISONS OF RESPONSE STYLES
OF SHEFFIELD, FRANKFURT, AND FLINT TEACHERS
(Based on responses to the twenty items of the self-perceived autonomy measure)

COMPARISON 1: Response Variability

	Mean Variability Score	F	P	Comparisons (Scheffe test used)
SHEFFIELD	2.26	8.09	.001	Fr,Fl>S
FRANKFURT	2.57			
FLINT	2.46			

COMPARISON 2: Extents to which Points of a Six Point Response Scale Were Used

		None	A Little	Some	Much	Very Much	Total
SHEFFIELD (Nresponses= 9408)	N	931	969	1799	1255	2402	2052
	%	10	10	19	13	26	22
FRANKFURT (Nresponses= 3556)	N	557	460	657	793	519	520
	%	16	13	18	22	15	16
FLINT (Nresponses= 16,791)	N	3020	2859	3519	2188	3184	2021
	%	18	17	21	13	19	12

Collapsed Scale Points with Percentages Only

	None a Little	Some Much	Very Much Total
SHEFFIELD	20%	32%	48%
FRANKFURT	29%	41%	31%
FLINT	35%	34%	31%

x^2 (or %'s of collapsed scale points above) = 10.30
P .05

(for differences to be significant at .05 level where df = 4, x^2 must = 9.5)

A review of Tables 2 through 6 appears to reveal the following responses to Question 1 of this study.

Regarding perception of own autonomy (Table 2): Sheffield teachers' perceptions of their autonomy is significantly the greatest on 13 issues, is equally the greatest along with another setting on 4 issues, is greater than one other setting on 3 issues, and is equally the least along with another setting on 1 issue. Frankfurt teachers' perceptions of their autonomy is significantly the greatest on 4 issues, equally the greatest along with another setting on 4 issues, is greater than one other setting on 4 issues, is equally the least along with another setting on 4 issues, and is the least on 5 issues. Flint teachers' perceptions of their autonomy is significantly the greatest on 1 issue, greater than one other setting on 5 issues, equally the least along with another setting on 5 issues, and is the least on 10 issues. Overall, the Sheffield teachers' perceptions of their autonomy is significantly greater than that of both Frankfurt and Flint, and Frankfurt teachers' perception of their autonomy is significantly greater than that of Flint.

Regarding perceptions of self as teacher (Table 3): Flint teachers' perceptions of their selves as being interesting and successful is significantly greater than the perceptions which either Sheffield or Frankfurt teachers have of their selves. Their impressions of their freshness is equally as great as those of Frankfurt teachers and greater than those of Sheffield teachers. Overall, Flint teachers appear to have significantly more positive perceptions of their selves as teachers than do teachers of either Sheffield or Frankfurt.

Regarding perception of daily work of the teacher (Table 3): Sheffield and Flint teachers view the daily work of the teacher as being attractive, inviting and beautiful to a significantly greater extent that do Frankfurt teachers. Overall, Sheffield and Flint teachers appear equally to have significantly more positive perceptions of the task of teaching than do Frankfurt teachers.

Regarding attitudes toward students (Table 4): The extent of permissiveness of attitude toward students appears to depend on the specific issue presented. Sheffield teachers view freedom in the classroom as significantly less a source of confusion than do Flint teachers; Frankfurt teachers express a significantly more trusting perspective than do Sheffield or Flint teachers regarding the resourcefulness of students when left on their own; and Flint teachers see pupils as being significantly more qualified to select their own topics than do Sheffield or Frankfurt teachers. Overall, though, the expressed attitude of Flint teachers appears to be significantly more permissive than that of Sheffield teachers. The overall attitude of Frankfurt teachers is not significantly different from Flint or Sheffield teachers.

Regarding certainty of attitudes toward students (Table 4): On each separate issue, and overall, Flint and Sheffield teachers are significantly more certain than are Frankfurt teachers regarding the permissiveness/restrictiveness of their attitudes toward students.

Regarding feelings toward colleagues and perceptions of colleagues' feelings (Table 5): Sheffield and Flint teachers feel significantly more positive toward their fellow teachers than do Frankfurt teachers, and they perceive their fellow teachers as feeling significantly more positive toward them than do Frankfurt teachers in relation to their fellow colleagues.

Regarding response style (Table 6): Frankfurt teachers and Flint teachers, as individuals, appear to have significantly more variance within their responses than do Sheffield teachers, whose responses seem less varied and more cohesive. When all the responses of one total sample are compared to all the responses of each other total sample, the Sheffield responses appear to occupy the upper end of the scale, the Frankfurt responses the middle of the scale, and the Flint responses -- while occupying mostly the lower end of the scale -- are generally

spread out over the entire scale.

The second question of this study, as stated on page 2 , asked if the influence relationships between the various interpersonal and intrapersonal factors differ from one national setting to the other. The findings in regard to this question are presented in the following tables.

TABLE 7

SHEFFIELD, FRANKFURT AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF SELF-PERCEIVED AUTONOMY ON OTHER FACTORS (MEAN SCORES)

lf-erceived tonomy	Perception of Self as Teacher	Perception of Daily Work of Teacher	Perm/Rest. Attitudes Toward Student	Certainty Of Attitudes Toward Student	Feelings Toward Colleagues	Perceptions of Colleagues' Feelings Toward Self
EFFIELD :464-473)						
gh	4.80	4.78	2.91	2.12	3.15	3.17
w	t=2.96***	t=2.97***	t=.28	t=1.90	t=2.09*	t=1.28
	4.56	4.50	2.89	2.01	2.52	2.80
ANKFURT :173-181)						
gh	4.70	4.36	3.05	2.03	2.59	2.33
w	t=1.28	t=2.39*	t=.44	t=3.92****	t=2.70**	t=3.63***
	4.54	3.96	3.00	1.69	1.84	1.49
INT :800-853)						
gh	5.17	5.01	3.24	2.20	3.01	3.28
	t=3.99****	t=4.94****	t=4.64****	t=2.09*	t=2.81***	t=3.77****
	4.95	4.67	2.96	2.11	2.52	2.65

P .05
P .01
* P .005
** P .001

TABLE 7A THE INFLUENCE OF SIX DIMENSIONS OF AUTONOMY ON OTHER FACTORS (MEAN SCORES)
(^{x}P.05 ^{xx}P.01 ^{xxx}P.005 ^{xxxx}P.001)

AUTONOMY IMENSION	SETTINGS (N)	PERCEPTION OF SELF AS TEACHER		PERCEPTION OF DAILY WORK		PERM/REST ATTITUDE TOWARD STUDENTS		CERTAINTY OF ATTITUDE		FEELINGS TOWARD COLLEAGUES		PERCEPTION OF COLLEAGUES' FEELINGS	
OWN CONDUCT AS TEACHER	SH (268 Hi / 171 Lo)	4.82 / 4.61	t=2.67^{xx}	4.81 / 4.54	t=3.09^{xxx}	2.93 / 2.87	t=.71	2.18 / 1.97	t=3.86^{xxxx}	3.26 / 2.44	t=2.89^{xxx}	3.26 / 2.62	t=2.25^{x}
	FR (111 Hi / 64 Lo)	4.68 / 4.54	t=1.12	4.20 / 4.10	t=.56	3.06 / 3.01	t=.42	1.93 / 1.75	t=1.92	2.33 / 1.89	t=1.45	2.08 / 1.51	t=2.22^{x}
	FL (287 Hi / 498 Lo)	5.06 / 4.99	t=1.23	4.89 / 4.72	t=2.27^{x}	3.08 / 3.04	t=.63	2.19 / 2.12	t=1.62	2.79 / 2.54	t=1.40	3.03 / 2.71	t=1.88
OWN TEACHING PRACTICE	SH (342 Hi / 132 Lo)	4.79 / 4.50	t=2.37^{x}	4.74 / 4.64	t=1.13	2.93 / 2.85	t=.84	2.14 / 1.98	t=2.65^{xx}	3.09 / 2.68	t=1.37	3.08 / 3.00	t=.26
	FR (101 Hi / 81 Lo)	4.71 / 4.50	t=1.70	4.35 / 3.89	t=2.75^{xx}	3.13 / 2.90	t=2.02^{x}	1.97 / 1.73	t=2.72^{xx}	2.37 / 1.99	t=1.33	2.03 / 1.68	t=1.40
	FL (292 Hi / 554 Lo)	5.15 / 4.97	t=3.28^{xxxx}	4.96 / 4.71	t=3.52^{xxxx}	3.18 / 2.99	t=3.11^{xxx}	2.19 / 2.12	t=1.83	2.96 / 2.56	t=2.28^{x}	3.20 / 2.71	t=2.87^{xxx}
STUDENT CONDUCT	SH (319 Hi / 144 Lo)	4.85 / 4.47	t=4.84^{xxxx}	4.79 / 4.55	t=2.78^{xx}	2.91 / 2.92	t=-.01	2.15 / 1.97	t=3.09^{xxx}	3.04 / 2.76	t=.94	3.25 / 2.54	t=2.44^{xx}
	FR (23 Hi / 144 Lo)	4.76 / 4.63	t=.66	4.66 / 4.10	t=2.19^{x}	3.03 / 3.01	t=.13	2.06 / 1.84	t=1.60	2.92 / 2.10	t=1.98^{x}	2.83 / 1.78	t=2.68^{xx}
	FL (290 Hi / 532 Lo)	5.20 / 4.95	t=4.45^{xxxx}	5.13 / 4.60	t=7.49^{xxxx}	3.21 / 2.98	t=3.67^{xxxx}	2.19 / 2.13	t=1.47	3.11 / 2.46	t=3.66^{xxxx}	3.30 / 2.67	t=3.67^{xxxx}
ASSESSMENT OF STUDENT	SH (206 Hi / 232 Lo)	5.00 / 4.55	t=6.37^{xxxx}	4.86 / 4.59	t=3.20^{xxx}	2.90 / 2.92	t=-.17	2.15 / 2.05	t=1.75	3.46 / 2.61	t=3.14^{xxx}	3.65 / 2.62	t=3.87^{xxxx}
	FR (98 Hi / 82 Lo)	4.70 / 4.54	t=1.29	4.32 / 3.96	t=2.12^{x}	2.99 / 3.05	t=-.45	1.93 / 1.77	t=1.71	2.35 / 2.10	t=.85	2.12 / 1.63	t=2.01^{x}
	FL (407 Hi / 428 Lo)	5.08 / 4.98	t=1.77	4.82 / 4.77	t=.76	3.06 / 3.08	t=-.36	2.17 / 2.12	t=1.19	2.67 / 2.68	t=-.09	2.99 / 2.74	t=1.54
SPECIAL EDUCATION PLACEMENTS	SH (117 Hi / 349 Lo)	5.02 / 4.64	t=4.58^{xxxx}	4.88 / 4.65	t=2.36^{x}	2.98 / 2.87	t=1.11	2.15 / 2.07	t=1.34	3.29 / 2.86	t=1.38	3.41 / 2.94	t=1.54
	FR (62 Hi / 95 Lo)	4.70 / 4.62	t=.54	4.16 / 4.23	t=-.35	2.95 / 3.06	t=-.90	1.94 / 1.84	t=.98	2.36 / 2.24	t=.37	2.04 / 1.87	t=.62
	FL (153 Hi / 682 Lo)	5.13 / 5.01	t=1.82	4.96 / 4.75	t=2.33^{x}	3.27 / 3.01	t-3.45^{xxxx}	2.23 / 2.13	t=1.93^{x}	2.78 / 2.65	t=.60	2.82 / 2.87	t=-.20
SCHOOL POLICY	SH (348 Hi / 115 Lo)	4.80 / 4.55	t=2.88^{xxx}	4.76 / 4.51	t=2.57^{xx}	2.92 / 2.82	t=1.06	2.11 / 2.08	t=.45	3.07 / 2.52	t=1.80	3.14 / 2.71	t=1.38
	FR (43 Hi / 133 Lo)	4.73 / 4.61	t=.84	4.50 / 4.03	t=2.34^{x}	2.95 / 3.06	t=-.85	1.97 / 1.83	t=1.28	2.59 / 2.06	t=1.56	2.06 / 1.81	t=.86
	FL (335 Hi / 515 Lo)	5.11 / 4.99	t=2.29^{x}	4.96 / 4.68	t=3.98^{xxxx}	3.23 / 2.96	t=4.62^{xxxx}	2.16 / 2.14	t=.45	2.81 / 2.61	t=1.18	3.07 / 2.75	t=1.98^{x}

TABLE 7B NUMBER OF PERCEPTIONS AND ATTITUDES INFLUENCED BY EACH DIMENSION OF PERCEIVED AUTONOMY IN EACH NATIONAL SETTING

Dimensions of Autonomy as Sources of Influence	Number of Other Perceptions and Attitudes Influenced		
	SHEFFIELD	FRANKFURT	FLINT
Special Student Placement	2	0	3
Assessment of Students	4	2	0
Own Conduct as Teacher	5	1	1
Student Conduct	4	3	5
Own Teaching Practice	2	3	5
School Policy	2	1	4

TABLE 7C THE SETTINGS IN WHICH CERTAIN PERCEPTIONS AND ATTITUDES ARE INFLUENCED BY THE DIFFERENT DIMENSIONS OF AUTONOMY

Dimensions of Autonomy as Sources of Influence	Other Perceptions and Attitudes Influenced					
	Perception of Self as Teacher	Perception of Daily Work	Perm/Rest Attitudes Toward Students	Certainty of Attitudes	Feelings Toward Colleagues	Perception of Colleagues' Feelings
Special Education Placement	Sheffield	Sheffield Flint	Flint	Flint		
Assessment of Students	Sheffield	Sheffield Frankfurt			Sheffield	Sheffield Frankfurt
Own Conduct as Teacher	Sheffield	Sheffield Flint		Sheffield	Sheffield	Sheffield Frankfurt
Student Conduct	Sheffield Flint	Sheffield Frankfurt Flint	Flint	Sheffield	Frankfurt Flint	Sheffield Frankfurt Flint
Own Teaching Practice	Sheffield Flint	Frankfurt Flint	Frankfurt Flint	Sheffield Frankfurt	Flint	Flint
School Policy	Sheffield Flint	Sheffield Frankfurt Flint	Flint			Flint

TABLE 8

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED
REGARDING THE INFLUENCE OF SEX ON OTHER FACTORS (MEAN SCORES)

	Self-Perceived Autonomy	Perception of Self as Teacher	Perception of Daily Work of Teacher	Perm./Rest. Attitudes Toward Students	Certainty Attitudes Toward Students	Feelings Toward Colleagues	Perception Of Colleagues' Feelings Toward Self
EFFIELD :461-478)							
le	4.08	4.75	4.52	2.72	2.06	2.53	2.44
	t=1.89	t=.18	t=3.08**	t=3.10**	t=1.59	t=2.32*	t=3.20**
male	3.95	4.73	4.80	2.99	2.07	3.20	3.35
ANKFURT :175-183)							
le	3.55	4.61	3.98	3.05	1.89	2.18	1.85
	t=.18	t=.05	t=1.37	t=.32	t=.58	t=.06	t=.13
male	3.54	4.62	4.22	3.01	1.83	2.20	1.89
INT :798-854)							
le	3.31	4.92	4.58	2.94	2.17	2.35	2.56
	t=1.03	t=3.23***	t=4.61***	t=3.07**	t=1.08	t=3.11**	t=2.97**
male	3.36	5.10	4.91	3.13	2.13	2.89	3.06

P .05
P .005
* P .001

TABLE 9

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF PERCEPTION OF SELF AS TEACHER ON OTHER FACTORS (MEAN SCORE)

Perception of Self as Teacher	Perception of Daily Work of Teacher	Perm./Rest. Attitudes Toward Students	Certainty of Attitudes Toward Students	Feelings Toward Colleagues	Perceptions of Colleagues' Feelings Toward Self
SHEFFIELD (N:452-464)					
More Positive	5.32	2.90	2.27	3.83	4.27
	t=9.95***	t= .01	t=4.05***	t=4.07***	t=5.89***
Less Positive	4.47	2.90	2.03	2.63	2.57
FRANKFURT (N:170-179)					
More Positive	4.82	3.12	1.84	3.10	2.76
	t=4.73***	t=.83	t=.19	t=3.41***	t=4.00***
Less Positive	3.92	3.01	1.86	1.96	1.62
FLINT (N:792-844)					
More Positive	5.28	3.14	2.21	3.13	3.46
	t=13.64***	t=2.31*	t=2.89**	t=4.57 ***	t=6.27***
Less Positive	4.42	3.00	2.10	2.37	2.45

* P .05
** P .005
*** P .001

TABLE 10

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF PERCEPTION OF DAILY WORK OF TEACHER ON OTHER FACTORS (MEAN SCORES)

Perception of Daily Work of Teacher	Perception of Self as Teacher	Perm./Rest. Attitudes Toward Students	Certainty of Attitudes Toward Students
SHEFFIELD (N:499-461)			
More Positive	5.16	3.03	2.12
	t=11.78***	t=2.46*	t=1.04
Less Positive	4.39	2.83	2.06
FRANKFURT (N:170-179)			
More Positive	5.19	3.27	1.93
	t=6.13***	t=2.78**	t=.99
Less Positive	4.41	2.93	1.82
FLINT (N:791-843)			
More Positive	5.36	3.19	2.19
	t=15.28***	t=4.73***	t=2.41*
Less Positive	4.63	2.91	2.09

* P .05
** P .01
*** P .001

TABLE 11

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF ATTITUDE TOWARD STUDENTS ON PERCEPTION OF DAILY WORK OF THE TEACHER

Attitudes Toward Students	Positiveness of Daily Work of Teacher (Mean Scores)	
SHEFFIELD (N=457)		
More Permissive	4.80	
		t=1.82
More Restrictive	4.64	
FRANKFURT (N=178)		
More Permissive	4.44	
		t=2.81**
More Restrictive	3.96	
FLINT (N=842)		
More Permissive	5.01	
		t=5.72***
More Restrictive	4.62	

** P .01

*** P .001

TABLE 12

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF FEELINGS TOWARD COLLEAGUES ON PERCEPTION OF COLLEAGUES' FEELINGS TOWARD SELF AND PERCEPTION OF DAILY WORK OF TEACHER

Feelings Toward Colleagues	Perception of Colleagues' Feelings Toward Self (Mean Scores)		Perception of Daily Work of Teacher (Mean Scores)	
SHEFFIELD (N:464,457)				
More Positive	4.46		4.88	
		t=12.58***		t=4.27***
Less Positive	1.54		4.53	
FRANKFURT (N:173,176)				
More Positive	2.97		4.55	
		t=8.86***		t=4.29***
Less Positive	1.13		3.84	
FLINT (N:845,836)				
More Positive	4.07		5.04	
		t=16.892***		t=7.46***
Less Positive	1.70		4.54	

*** P .001

TABLE 13

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED REGARDING THE INFLUENCE OF PERCEPTION OF COLLEAGUES' FEELINGS TOWARD SELF ON FEELINGS TOWARD COLLEAGUES AND PERCEPTION OF DAILY WORK OF TEACHER

Perception of Colleagues' Feelings Toward Self	Feelings Toward Colleagues (Mean Scores)		Perception of Dai Work of Teacher (Mean Scores)	
SHEFFIELD (N;464,449)				
More Positive	4.58		4.94	
		t=13.01***		t=4.95***
Less Positive	1.58		4.53	
FRANKFURT (N:173,170)				
More Positive	4.04		4.42	
		t=8.89***		t=1.90
Less Positive	1.57		4.03	
FLINT (N:845,833)				
More Positive	3.85		5.04	
		t=16.05***		t=7.42**
Less Positive	1.50		4.54	

*** P .001

A review of Tables 7 through 13 appears to indicate the following responses to Question 2 of this study.

Regarding the influence of autonomy (Table 7): The extent to which teachers' perceptions of their autonomy in classroom and school influence other aspects of their professional life space surely appears to be greatest for Flint (influence on all six factors measured and mainly beyond the .001 level of significance). Next is Frankfurt (influence on four factors) and then Sheffield (influence on three factors). The two factors which were influenced by autonomy in all three settings are the teachers' perceptions of their daily work and their feelings toward their colleagues. Both Flint and Frankfurt teachers' perceptions of their colleagues' feelings toward them and their level of certainty of their attitudes toward students are influenced by autonomy, but not for Sheffield. While Frankfurt teachers' perceptions of themselves as teachers appear not to be influenced by autonomy, Flint and Sheffield teachers' perceptions strongly are. Only for Flint teachers is the permissiveness/restrictiveness of attitudes toward students influenced by self-perceived autonomy.

In addition to examining the influence of teachers' overall perceptions of their autonomy on their other perceptions and attitudes, the influence of six separate dimensions of perceived autonomy was also assessed. This information is presented in Tables 7A, 7B and 7C. Table 7A presents total information regarding the influence or non-influence of each of the six dimensions of autonomy upon each of six other perceptions and attitudes for teachers in each of the three settings. Table 7B organizes the information from Table 7A and responds to the two questions: Which dimensions of perceived autonomy have the greatest power of influence in each national setting, and which dimensions have the greatest power of influence

in all three settings? It appears that decision over own conduct (which influences five other factors), and student conduct and assessment of students (each of which influences four other factors) are the most powerful determiners of other attitudes and perceptions among Sheffield teachers. Among Frankfurt teachers, decision over student conduct and own teaching practice (each influencing three other factors) appear to be the major determiners of other attitudes and perceptions. With Flint teachers, the major determiners of other attitudes and perceptions appear to be decision over student conduct and own teaching practice (each influencing five other factors) and school policy (which influences four other factors). The only dimension of perceived autonomy which appears to be a major determiner of other attitudes and perceptions among teachers in all three settings is decision over student conduct. Thus, the one dimension of teacher autonomy in decision-making which appears to have the broadest effect upon other school-related attitudes and perceptions in Sheffield, Frankfurt, and Flint alike is the teacher's perception of the extent to which the teacher has the power to decide what conduct of students is appropriate and inappropriate. The more power teachers perceive themselves as having in this area, the more positive their perceptions and attitudes appear to be in other areas.

Table 7C organizes information from Table 7A and responds to the question: When a dimension of teacher-perceived autonomy influences a particular teacher perception or attitude, in which of the three national settings does that occur? Hopefully, Table 7C is a sufficiently clear heuristic device to communicate the answer to this question. In each of the thirty six cells there is an

identification of those national settings in which that autonomy dimension listed on the left is a source of influence on that perception or attitude listed across the top. It can be seen that 7 influence relationships are singular to Sheffield teachers, 7 others are singular to Flint teathers, and none are singular to Frankfurt teachers. Five (5) influence relationships are common to both Sheffield and Flint teachers, 4 are common to both Sheffield and Frankfurt teachers, and 3 are common to Frankfurt and Flint teachers. There are 7 combinations of factors which are not significantly related to each other in any of the three settings. Some final observations are that, in all three national settings, teachers' perceptions of the extent to which they have power to decide on the appropriateness and inappropriateness of student behavior appear to influence both their perceptions of their daily task of teaching and their perceptions of their colleagues' feelings toward them. Further, in all three settings, teachers' perceptions of the extent of their decision-making power over school policy appear to influence their perceptions of their daily task of teaching.

Regarding the influence of sex (Table 8): While this is not an interpersonal or intrapersonal variable, per se, the difference in its effects on the three national groupings of teachers are quite interesting. For Flint and Sheffield, women teachers view the daily work of the teacher, their colleagues, and their colleagues' feelings toward them more positively than do men teachers. They also have more permissive attitudes toward students than do the men teachers. Flint women teachers have more positive perceptions of their selves as teachers than do Flint men teachers. Being a female rather than a male Frankfurt teacher appears to have no effect on any of the perceptions and attitudes measured in this study. In general, gender as a source of influence seems to be stronger in Flint than in Sheffield, and minimal in Frankfurt.

Regarding the influence of perception of self (Table 9): In all three national settings, having a more positive perception of self appears to predispose teachers to view their daily work more positively, to feel more positively toward their colleagues, and to see their colleagues as feeling more positively toward them. Within Sheffield and Flint teachers it also appears to predispose them to be more certain about their attitudes toward students, while this appears not true for Frankfurt teachers. Only for Flint teachers, the more positive the self concept is, then the more permissive the attitude toward students seems to be. In general, goodness of self-concept appears to have the widest spread of effect in Flint teachers, second widest in Sheffield, and third in Frankfurt.

Regarding the influence of daily work of the teacher (Table 10): The more positively teachers in all three settings view their daily work, the more positively they see their selves as teachers and the more permissive their attitudes are toward students. With Flint teachers only, this positiveness also appears to lead to greater certainty about attitudes toward students.

Regarding the influence of attitudes toward students (Table 11): For Flint and Frankfurt teachers, but not for Sheffield teachers, a more permissive attitude toward students helps induce a more positive perspective on the daily work of teaching.

Regarding the influence of feelings toward colleagues (Table 12): As teachers in each setting feel more positively toward their colleagues, they appear to perceive their colleagues as feeling more positively toward them in return and to be more satisfied with their daily work.

Regarding the influence of perception of colleagues' feelings toward self (Table 13): The way all three groupings of teachers feel toward their colleagues is influenced by the way they think

their colleagues feel toward them. For Flint and Sheffield, but not for Frankfurt teachers, perception of colleagues' feelings toward self appears to determine feelings about daily work.

The foregoing statements summarize the findings in Tables 7 through 13, as a response to Question 2 of this study. Question 3 asked if the personal-social values which teachers wish students to acquire through their school experience and the acquisitions teachers seek for themselves through the experience of teaching differ from one national setting to another. To gain some depth of understanding of both these issues, one- to two-hour, taped discussion-interviews were conducted by the researcher with groups of teachers in each national setting. In the discussion, the researcher asked the teachers to share their thoughts about what these personal-social learnings should be, and then attempted to facilitate non-evaluativeness and consensual clarity of each suggestion. He eventually summarized all suggestions and asked that each teacher privately select the two most important ones. All teachers disclosed the two suggestions they considered most important. Out of the suggestions considered most important, the teachers were then asked to arrive at a consensual decision regarding the two very most important. Following the group's work on the most valued personal-social acquisitions for students, the researcher asked members to share what it was that each of them, as persons, hoped to acquire for themselves or "have happen to or for themselves"through their experience of teaching children. After disclosures, clarifications, and discussion, the members were asked to come to some general agreement about the most highly valued acquisitions available to them through the process of teaching children.

The results of discussion on each of these two issues are most interesting. In regard to students, the Sheffield teachers, across all six group interviews, decided on <u>cooperation and interpersonal respect</u> as the first priority learning and <u>individual initiative and independence</u> as the second. The Frankfurt

teachers' first two priorities were exactly opposite. For their students, individual emancipation was first and cooperation was second. The Flint teachers' first priority for students was positive self-concept in its various forms (better feeling about self, sense of self worth, enhanced self image), and of second importance was a mix of self respect/self discipline/respect for others. In general, the Sheffield teachers seemed to be interested most in helping students move toward benignness in self-other relationships, Frankfurt teachers seemed to be interested most in students acquiring activeness in self-other relationships, and Flint teachers appeared to focus most on students enhancing their intrapersonal awareness and understandings. In regard to the aspirations teachers held for themselves, across all three national settings the final, agreed-upon response was similar. It was a two-fold response and one part was viewing the teaching of children as a means toward confirming one's existence and knowing one's current or past presence or vitality. It was expressed as: "I was here," "I am current," and "I get feedback." The second part of the response was experiencing the teaching of children as a validation of one's own goodness during existence. It was expressed as: "Knowing I made a contribution" and "I will feel good about myself."

At the end of interviews with the Sheffield and Frankfurt teachers, they expressed sadness and emptiness over the lack of vital professional and personal contact with their colleagues. They said they experienced the self-acquisition question as somewhat "foreign" and one they had not previously raised to consciousness for themselves. They also expressed an excitement and strong desire for planned inservice experiences to remedy this. For the Flint teachers, the kind of introspective discussion provided by the interview was a more familiar experience.

DISCUSSION

The significantly higher self-perceived autonomy of the Sheffield sample over Frankfurt and Flint should probably not be surprising. The individual freedom of the classroom teacher to experiment and innovate and to act rather than be acted upon in England has been cited and documented by several professional observers (Bassett, 1970; Blackie, 1969; Fisher, 1972; King, 1970). The long term existence of this autonomy, with apparently minimal constraints from central, and local school administration and parents, may account for its significant influence on the perceptions which Sheffield teachers have of themselves as teachers and of their daily work. When Sheffield teachers were asked in interviews what they needed most in order to be successful in helping students and themselves achieve their goals, they clearly voiced their priority need for continued autonomy.

The significantly lowest position of the Flint sample may be logically explained by the positive valence placed on such concepts as collaboration, interaction, shared leadership, interpersonal disclosure, openness to change, and decreased social distance in American education. As one engages in attempts to implement such concepts in school organizational settings, the decision-making power of groups of people may increase but the power and likelihood of separate persons to decide on their own without concern for the impact of individual decision on the feelings, thoughts, and actions of others may decrease. In addition, the concept of the community school, which has long been fostered in Flint, brings with it the influence of parents and other lay groups on decisions regarding school administrative policy and curriculum development. Further yet, the present issues of teacher accountability and the evaluation of learning based on pre-established competencies in American education serve as forces mitigating against entirely self-selected actions of teachers. So, it seems possible that as collaboration spreads power of influence at the group level, it may diminish autonomy at

the level of the individual. The middle position of the Frankfurt sample could be explained by recent ferment in German education to move more toward a model of group and community involvement in decision-making in schools. In one of the interviews at a Frankfurt school, the head of the parent organization was a vocal member of the group. As he expressed his opinion of the importance and actual existence of the influence of the parent organization on school curriculum, teachers present voiced agreement and support. As this phenomenon occurs, it would again seem logical to assume that the teachers' perception of self-determination would decrease on some dimensions of decision.

The edge of Flint teachers over Sheffield teachers in permissiveness toward students is understandable on at least two counts. One is that a permissive stance toward others is another part in the previously noted package of concepts which has been current in American education for some time. The other is that when one tries to operate within the collaborative, shared responsibility stance in schools, the act of "permitting the other" is more likely to be practiced and integrated than when one operates within a more autonomous climate where the act of non-concern about the other's methods is more the mode. Also, in interviews, Sheffield teachers seemed to feel that they and their students had enjoyed freedom and assertiveness and there was a current need for their increased learnings about working cooperatively and respectfully with others -- others to include "reasonable authority" of the teacher. The finding that Frankfurt teachers, with a life history of authoritarianism, were no less permissive than either Flint or Sheffield teachers is of interest, and understandable. Several older Frankfurt teachers, in interviews, seemed quite concerned about compensating for the dependency consequences of the Hitler era and there seemed to be a general impatient thrust for new, active assertiveness in learning about and acting upon personal and political freedom.

Frankfurt teachers being significantly less certain about their attitudes toward students than either Flint or Sheffield

teachers may be a reflection of the influence of the characteristic of "changingness" of a social institution upon the sureness or rigidity with which persons hold beliefs. If it is true that German education is experiencing more unrest and internal and external pressures toward change than either England or the United States, then the less certainty about what to believe today would seem to make sense. Also, the less certainty among Frankfurt teachers appears consistent with their greater response variability score.

The findings that Sheffield and Flint teachers' feelings toward their fellow teachers and their perceptions of their fellow teachers' feelings toward them are significantly more positive than those of the Frankfurt teachers are consistent with observations of this researcher. Inservice education programs for teachers in Flint are abundant with training in such areas as interpersonal communications and conflict management. One would expect that under these circumstances, teacher-teacher relationships would be more positive than where such training is either at a minimum or not provided at all. In some Frankfurt interviews, philosophical, political, and pedagogical differences between openly, but still respectfully, confronting younger teachers and benignly controlling older teachers took place. There seemed to be an advocacy by younger teachers for the newer movement toward parent involvement in decision-making about school curriculum and policy. It wasn't clear how much of this advocacy was a means of suppressing the influence of the older teachers. On the other hand, the autonomy of both younger and older Sheffield teachers, seemed to promote the acceptance of a wide range of differences between teachers. Further support of the finding above is available from a study of career choice factors of teachers-in-training in England and Wales. A priority career choice factor for these future teachers was "congenial colleagues and working conditions" (Kelsall, 1969, p. 90-92).

The finding that self-perceived autonomy has its greatest

influence on other factors with Flint teachers, next most with Frankfurt teachers, and least with Sheffield teachers is particularly interesting since this order is in direct reverse with the amounts of autonomy each of the three samples perceive they have. Thus, it may be that the less autonomy persons perceive they have, the more salient an issue it becomes. Further, the more salient is an issue, the more it begins to preoccupy thinking and influence aspects of one's life space.

The greater influence of a teacher's sex on other factors within the Flint and Sheffield sample as contrasted with Frankfurt teachers, among whom sex did not have significant influence on any of the other factors, can lead one to wonder if one's sex is less an issue among Frankfurt teachers. This could imply that there is less sexual discrimination and a more equalitarian relationship between Frankfurt men and women teachers than between their Flint and Sheffield counterparts. The data seemed to hold the possibility for some sex stereotyping in the Flint and Sheffield population in that women were higher on "softer" attitudes, i.e., positiveness toward the teaching job, permissiveness toward students and positiveness of feeling exchange with colleagues.

Following self concept theory (Combs and Snygg, 1959), more positive perceptions of self in all three national groups influence them to possess a positive phenomenal environment -- i.e., colleagues who are attractive, desirable, friendly and caring, and a job that is attractive and fulfilling, while less positive self perceptions arouse the opposite. Beyond an expected finding like this, the self concept of Flint teachers influences all five other factors, for Sheffield teachers it influences four other factors, and for Frankfurt teachers it influences only three other factors. A question of interest here is why the self concept appears to have the most powerful influence in the lives of Flint teachers, second most in the lives of Sheffield teachers, and third most in the lives of Frankfurt teachers. Is there some intervening variable that causes this difference between

the three national groups?

Another finding that appears to stand out is that for all three teacher groups a more positive perception of daily work arouses a more permissive attitude toward students. The reverse is true only for Flint and Frankfurt teachers, that a more permissive attitude toward students arouses more positive perceptions of daily work. This appears to say that the imagery of a satisfying day of teaching for Sheffield teachers can include restrictive relationships with students and that there are other more important forces for these teachers that make up a fulfilling day of teaching.

The findings on the influence of perception of others and perception of others' view of self are almost the same for all three populations. The one difference lies in the influence of perception of others view of self on daily work of the teacher. Apparently the goodness of the daily work experience for Sheffield and Flint teachers is conditioned by how they think their colleagues feel about them, and this does not appear to be true for Frankfurt teachers. This would seem to imply that Frankfurt teachers are sufficiently task-oriented so that social stimuli have little bearing on their work experience, or that they have well-developed mechanisms for cutting off or for coping with the influence of social stimuli in the work setting.

One of the puzzlements raised by this study is that of determining what the "correct" meanings, interpretations, or implications are for the finding that people of professional importance in three countries differ significantly in their state of psychological happiness with self, others, and work situation. Table 14 illustrates how Flint teachers are higher (1) than Sheffield and Frankfurt teachers (equally 2) on one of these measures and how Flint and Sheffield teachers are equally higher (1) than Frankfurt teachers (2) on three of these measures.

TABLE 14

SHEFFIELD, FRANKFURT, AND FLINT TEACHERS COMPARED
ON FOUR MEASURES OF PSYCHOLOGICAL HAPPINESS

MEASURES	RELATIVE POSITIONS OF TEACHERS IN EACH SETTING		
	SHEFFIELD	FRANKFURT	FLINT
Positiveness of perception of self	2	2	1
Positiveness of perception of colleagues	1	2	1
Positiveness of perception of colleagues view of self	1	2	1
Positiveness of perception of daily work	1	2	1

An interesting comparison between the three teacher samples occurs when the findings for the influence of each variable upon each other variable is plotted for each sample. Table 15 portrays this. Within the Sheffield sample, it can be seen that there are ten (10) occasions on which persons who are "high" or "low" on one variable are significantly different from each other on another particular variable, and vice versa. This is designated by the letters AB and indicates a mutual influence relationship between two variables. Also within the Sheffield sample, it can be seen that there are four (4) occasions on which persons who are "high" or "low" on one variable are significantly different from each other on another particular variable, but not vice versa. This is designated by the letter A or B, depending on the direction of influence (A means A influences B; B means B influences A) and indicates a uni-directional influence relationship between two variables. Each mutual or two-way influence relationship earns 2 points and each uni-directional or one-way influence relationship earns 1 point. Now, viewing the weighted scores of each of the samples, it can be seen that there appears to be much more connectedness between the perceptions and attitudes of Flint than Sheffield or Frankfurt teachers. This presents an interesting set of speculations regarding each sample's likely response to change agent efforts at personal, interpersonal, and organizational change. Are Flint teachers more "open systems" since their perceptual-attitudinal relationships are less compartmentalized? Being more open, are they vulnerable to more extensive penetration of change efforts - as though an entry into one area is likely to set off contagions into other areas? Are Sheffield and Frankfurt teachers less "linkage-prone" in their perceptions and attitudes, thus being more compartmentalized, in control, and possessing more defenses against extensive penetration? Are Flint teachers more integrative of personal-social phenomena, thus possessing what might be thought of as a "perceptual-attitudinal synergy" and a greater readiness and energy for change than Sheffield and Frankfurt teachers? Is there any relationship between this internal connectedness and psychological happiness?

TABLE 15

THE ONE-WAY AND TWO-WAY INFLUENCE RELATIONSHIPS BETWEEN ALL VARIABLES WITHIN EACH OF THE THREE TEACHER SAMPLES

A = A variable influences B variable
B = B variable influences A variable
} receives weight of 1

AB = A and B variables influence each other and receive weight of 2

SHEFFIELD

A	Of Colleagues Toward Self	Toward Colleagues	Certainty	Toward Students	Of Daily Work	Of Self As Teacher	Of Autonomy
Of Autonomy	B	AB	B		AB	AB	
Of Self As Teacher	AB	AB	AB		AB		
Of Daily Work	AB	AB		A			
Toward Students							
Certainty	B						
Toward Colleagues	AB						
Of Colleagues Toward Self							

One-Way (A or B) = 4x1 = 4
Two-Way (AB) = 10x2 = 20
Weighted Score = 24

FRANKFURT

A	Of Colleagues Toward Self	Toward Colleagues	Certainty	Toward Students	Of Daily Work	Of Self As Teacher	Of Autonomy
Of Autonomy	AB	AB	AB		AB		
Of Self As Teacher	AB	AB			AB		
Of Daily Work	A	AB		AB			
Toward Students			AB				
Certainty							
Toward Colleagues	AB						
Of Colleagues Toward Self							

One-Way (A or B) = 1x1 = 11
Two-Way (AB) = 11x2 = 22
Weighted Score = 23

FLINT

A	Of Colleagues Toward Self	Toward Colleagues	Certainty	Toward Students	Of Daily Work	Of Self As Teacher	Of Autonomy
Of Autonomy	AB	AB	AB	AB	AB	AB	
Of Self As Teacher	AB	AB	AB	AB	AB		
Of Daily Work	AB	AB	A	AB			
Toward Students	AB	AB	AB				
Certainty		B					
Toward Colleagues	AB						
Of Colleagues Toward Self							

One-Way (A or B) = 2x1 = 2
Two-Way (AB) = 18x2 = 36
Weighted Score = 38

An opportunity which arises in cross-cultural comparisons is that of confirming and disconfirming the universality of assumptions, propositions, beliefs, theorizings and action-implications which have emerged mainly from one or one type of cultural setting.

There is also an opportunity to set forth propositions from a culturally broader base of observations. Figure 1 represents an attempt to actualize this double opportunity. What is portrayed is the array of significant one-way and two-way influence relationships which the findings of this study indicate are present within all three teacher samples. In this portrayal, one can view the power of the self concept across three cultures as a source of impact on the components of one's work situation (one's relationships with co-workers and the nature of one's daily task). What also appears to be confirmed is the relationship between components of one's phenomenal field: perception of self, perception of others, perception of others view of self, and perception of own work. What may be the emergence of a new piece of learning, is the constellation of factors which universally appear to influence the permissiveness/restrictiveness of teachers' attitudes toward students. As indicated in Figure 1, teachers' perceptions of their daily work influence their attitudes toward their students. Further, teachers' perceptions of their daily work interact with their perceptions of their own autonomy, how they feel about their selves, and how they feel about their colleagues. One action implication of this information may be in the area of inservice education for teachers in any of the three cultural settings. If an inservice program has the intent of influencing the permissiveness/restrictiveness of teachers' attitudes toward students, then program designers may be well-advised to include experiences which help teachers consider the ways they view their daily work and how this interacts with how they feel about their selves, the nature of their relationship with their colleagues, and the levels of power they see themselves having in decision-making on classroom and school issues.

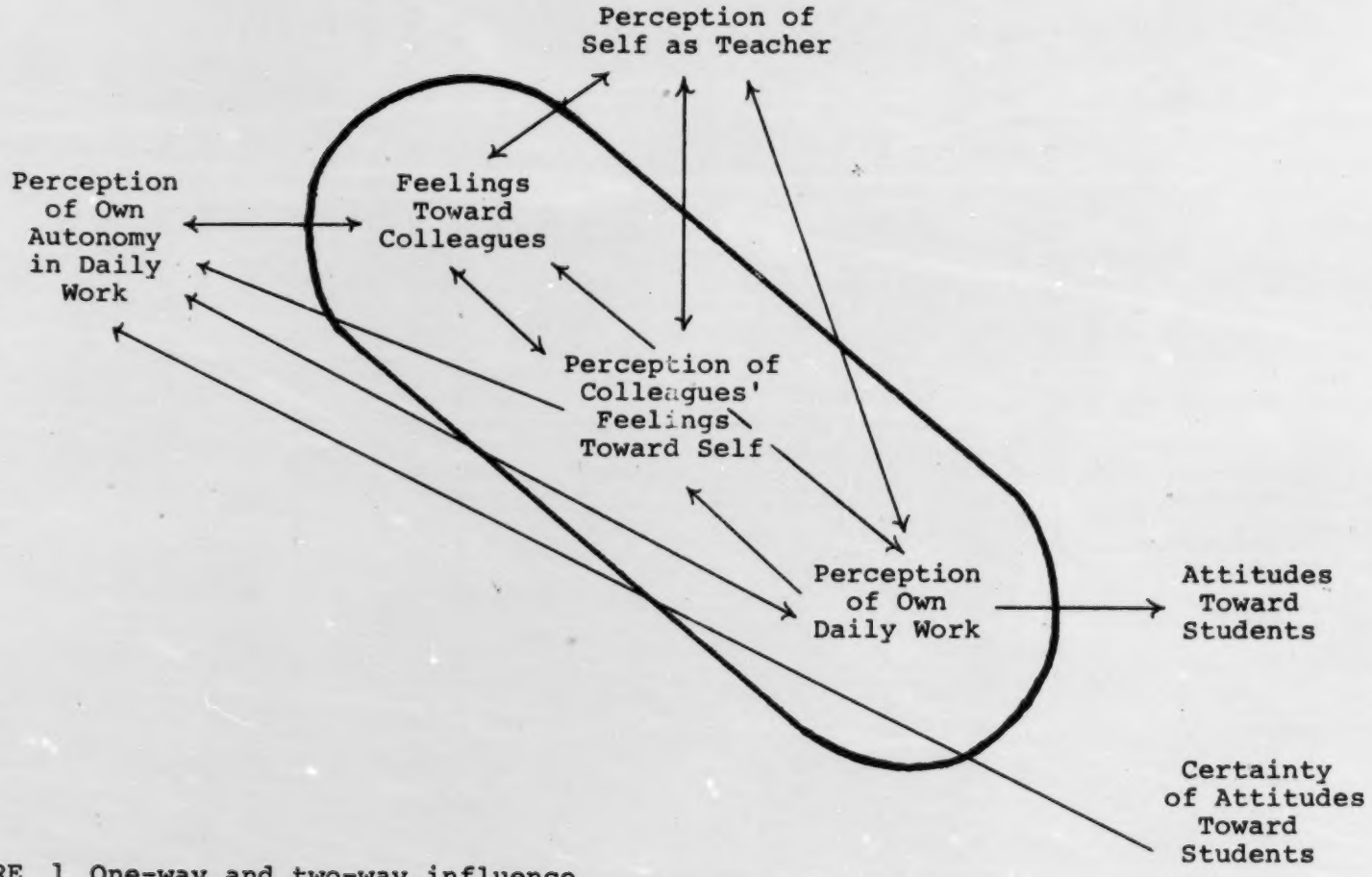
Perception of Self as Teacher
Perception of Own Autonomy in Daily Work
Feelings Toward Colleagues
Perception of Colleagues' Feelings Toward Self
Perception of Own Daily Work
Attitudes Toward Students
Certainty of Attitudes Toward Students

FIGURE 1 One-way and two-way influence relationships which exist between variables within all three teacher samples.

BRIEF SUMMARY

In this paper there has been an effort to call attention to a relatively new area of exploration and research in educational psychology, that of cross-cultural educational psychology. A study of teachers in three countries has been reported as an illustration of work in this area. A discussion of the findings suggests the rich opportunity for confirming, disconfirming, developing, and gaining new perspectives on theory and action.

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APPENDIX I

AN INTERNATIONAL SURVEY OF THE ROLE OF THE TEACHER IN EDUCATIONAL DECISION-MAKING
PROFESSIONAL QUESTIONNAIRE

Part I. Professional Information

1. What year did you begin teaching (exclude practice teaching)?_____
2. Including this year, how many years have you actually taught?_____
3. In how many schools have you taught in the last 5 years? _____
4. Please indicate with a check (✓) :
   (a) Sex: Male____; Female____
   (b) Marital Status: Single____; Married____; Divorced (separated)__
   Spouse Deceased____
   (c) Age: Under 25___; 25-35___; 35-45___; Over 55___
5. When you were an adolescent (13-17 yrs.old), what was your father's occupation? _____
6. Do you have an area of specialization (i.e., subject specialty) in your present school? Yes___; No___
7. If you answered "yes" to item 6, indicate the area of specialization in the space below. If you answered "no" to item 6, indicate <u>one</u> subject which you teach._____
8. What is the average number of pupils you have in your classes? _____
9. What is the age level(s) of your pupils? _____
10. Check each of the following qualifications which applies to you:
    _____Teaching Certificate _____ Bachelor's or Master's Degree
    _____Diploma in Education _____ Doctorate
11. What is your current professional position in your school?_____

Part II. Your Influence on Educational Decisions

A number of decisions which affect the education of children in your class(es) are listed below. Please place a check (✓) in the box after each decision which indicates how much influence you feel you have on that decis

EDUCATIONAL DECISIONS	YOUR INFLUENCE					
If you feel that you have no power at all to influence a decision listed below, then place a (✓) in the <u>None</u> box opposite that decision. If you feel that you have the total authority over a decision, then place a (✓) in the <u>Total</u> box. Use the <u>A Little</u>, <u>Some</u>, <u>Much</u>, and <u>Very Much</u> boxes in the same way to indicate your response to each decision.	None	A Little	Some	Much	Very Much	Total
1. The skills and attitudes which pupils are expected to develop in your classes.						
2. The syllabus for subjects which you teach						
3. The textbook(s) pupils use in your classes . . .						
4. The sequence in which you teach various topics in your classes						
5. Whether or not to include a field trip or outside visit for your pupils						
6. The methods of pupil assessment and examination in your classes						
7. Placement of any children from your classes into a special school for emotionally maladjusted						
8. Placement of any children from your classes into a special school for educationally sub-normal . . .						

Part II (cont.)

	None	Little	Some	Much	Very Much	Total
9. The method of reporting your pupils' achievement to parents and to the pupils themselves...						
10. Whether or not to buy new teaching equipment (e.g., maps, films, etc.) for your classroom...						
11. Whether or not to introduce complex technology such as teaching machines into your classes.						
12. Whether or not to run an experiment to evaluate a new method or technique in your classes						
13. The size of your classes						
14. The rules for acceptable conduct in your classroom						
15. The type of disciplinary action to take when unacceptable conduct occurs in your classroom..						
16. The standards of pupil dress, hair styles, etc. in your classroom						
17. The standards of your own dress, hair style, etc. in school						
18. The way in which you use your free periods in school						
19. The subjects which students must take in your school						
20. Your establishing a new subject in the school's timetable						

Part III. Views on Teaching

1. Below are three sets of opposite adjectives. Please place a check (✓) in that space, between each pair of adjectives, that best describes <u>how you view yourself as a teacher</u>.

Interesting	___	___	___	___	___	___	Uninteresting
Stale	___	___	___	___	___	___	Fresh
Successful	___	___	___	___	___	___	Unsuccessful

2. Now please do the same below for <u>how you generally view the daily work of a teacher</u>.

Unattractive	___	___	___	___	___	___	Attractive
Inviting	___	___	___	___	___	___	Uninviting
Beautiful	___	___	___	___	___	___	Ugly

3. To the right of each of the following statements, please <u>first</u> check th extent to which you <u>agree</u> or <u>disagree</u>, and then check the extent to which you are <u>sure about your agreement or disagreement</u>.

	Extent of Agreement					Sureness		
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Fairly Sure	Quite Sure	Very Sure
Increased freedom in the classroom creates confusion								
Most pupils are resourceful when left on their own								
Pupils usually are not qualified to select their own topics for themes								

Part III (cont.)

PLEASE NOTE: At first glance, the following items - particularly the faces - may strike you as being foolish or not serious. Please be assured that these items are presented with all seriousness and that this technique of acquiring responses has been carefully studied and validated prior to its use here. Thank you for bearing with it.

4. Each of the six faces below expresses a different kind of feeling. When you think of all the teachers at your school, toward how many of them do you feel each way? For each face, please place a check (✓) in that right hand column that best indicates how many other teachers you feel that way toward.

FEELINGS	TOWARD HOW MANY TEACHERS YOU FEEL THAT WAY				
	None	A Few	Some	Many	All
very positive					
quite positive					
somewhat positive					
somewhat negative					
quite negative					
very negative					

Now, please do the same thing for how many teachers you think feel each way toward you.

FEELINGS	HOW MANY TEACHERS FEEL EACH WAY TOWARD YOU				
	None	A Few	Some	Many	All
very positive					
quite positive					
somewhat positive					
somewhat negative					
quite negative					
very negative					

EINE INTERNATIONALE ERHEBUNG ÜBER DIE ROLLE DES LEHRERS IN PÄDAGOGISCHEN ENTSCHEIDUNGSPROZESSEN
BERUFLICHER FRAGEBOGEN

Teil I. Berufliche Information

1) In welchem Jahr begannen Sie zu unterrichten? _____
2) Wieviele Jahre haben Sie einschließlich dieses Jahres tatsächlich unterrichtet? _____
3) In wievielen verschiedenen Schulen haben Sie in den letzten 5 Jahren unterrichtet? _____
4) Bitte zeichnen Sie mit einem Haken ab ( ):
   a) Geschlecht: männlich ____; weiblich____;
   b) Stand: ledig____; verheiratet____; geschieden (getrennt) ____;
   c) Alter: unter 25____; 25-35____; 35-45____; über 55____;
5) Als Sie ein Jugendlicher waren (13-17 Jahre alt), welcher war da der Beruf Ihres Vaters? _____
6) Haben Sie irgendwelche Spezialgebiete (Spezialfächer) in Ihrer jetzigen Schule? Ja _____; Nein _____;
7) Wenn Sie mit "Ja" in Punkt 6 geantwortet haben, dann zeichnen Sie die Reihe der Schwerpunkte in den unteren Raum ein. Wenn Sie mit "Nein" geantwortet haben in Punkt 6, dann geben Sie wenigstens ein Fach an, in dem Sie überwiegend unterrichten. _____
8) Welche ist die Durchschnittszahl der Schüler, die Sie in Ihren Klassen haben? _____
9) Welche sind die Altersstufen Ihrer Kinder? _____
10) Haken Sie jede der folgenden Qualifikationen ab, die für Sie zutreffen.
    _____ 1. Staatsprüfung, _____ 2. Staatsprüfung
    _____ Magistergrad oder Diplomprüfung, _____Doktorgrad
11) Welche ist Ihre augenblickliche berufliche Position in Ihrer Schule? _____

==========

Teil II Ihr Einfluß auf pädagogische Entscheidungen

Eine Anzahl von Entscheidungen, welche die Erziehung der Kinder in Ihren Klassen betrifft, sind unten angeführt. Bitte setzen Sie einen Haken in das Kästchen nach jeder Entscheidung, die anzeigt, wieviel Einfluß Sie in dieser Entscheidung zu haben meinen.

Pädagogische Entscheidungen

Wenn Sie glauben, überhaupt keine Macht zu haben, eine Entscheidung zu beeinflussen, dann setzen Sie einen Haken in das "Keine"-Kästchen gegenüber dieser Entscheidung. Wenn Sie glauben, daß Sie die volle Verfügung über diese Entscheidung haben, dann setzen Sie einen Haken in das "völlig"-Kästchen. Gebrauchen Sie die "ein wenig", "etwas", "viel" und "sehr viel"-Kästchen in derselben Weise, um Ihre Antwort zu jeder Entscheidung anzuzeigen.

	keinen	ein wenig	etwas	viel	sehr viel	völlig
1) Die Fähigkeiten und Verhaltensweisen, die Schüler erwartungsgemäß in Ihren Klassen entwickeln						
2) Der Lehrplan für Fächer, die Sie lehren.						

	kein	wenig	etw.	viel	sehr viel	völl
3) Die Unterrichtsbücher, die die Schüler in Ihren Klassen gebrauchen						
4) Die Reihenfolge, in der Sie verschiedene Themen in Ihren Klassen lehren						
5) Ob Sie eine Exkursion oder eine außerschulische Besichtigung Ihrer Schüler einschließen können						
6) Die Methode von Schülerbeurteilung und Begutachtung in Ihren Klassen						
7) Eine Versetzung von Kindern Ihrer Klassen in eine Sonderschule für Verhaltensgestörte (Erziehungsschwierige)						
8) Eine Versetzung von Kindern Ihrer Klassen in eine Sonderschule für Lernbehinderte						
9) Die Art und Weise, wie den Eltern und den Schülern selbst deren Leistungsstand mitgeteilt wird						
10) Ob oder ob Sie nicht neues Lernmaterial (z.B. Karten, Filme usw) für den Klassenraum anschaffen dürfen						
11) Ob oder ob Sie nicht technische Lehrmittel in Ihren Klassen einführen dürfen wie z.B. Lernmaschinen						
12) Ob oder ob Sie nicht einen neuen Versuch durchführen können, um eine neue Methode oder Technik in Ihren Klassen zu überprüfen						
13) Die Größe Ihrer Klassen						
14) Die Regeln für annehmbares Verhalten in Ihrem Klassenraum						
15) Die Art der Disziplinarmaßnahmen, wenn unannehmbares Verhalten in Ihrem Klassenraum auftritt						
16) Die Art der Schülerkleidung, Haartracht usw. in Ihrer Klasse						
17) Die Art Ihrer eigenen Kleidung, Ihrer Haartracht usw. in Ihrer Klasse						
18) Die Art und Weise, in der Sie Ihre freien Stunden in der Schule nutzen						
19) Die Fächer, in denen Ihre Schüler in Schule unterrichtet werden						
20) Ihre Einführung eines neuen Faches in den Lehrplan der Schule						

Teil III Auffassungen, das Lehren betreffend

Unten auf der Seite stehen drei Paare gegensätzlicher Adjektive. Bitte setzen Sie einen Haken (✓) in einen Raum zwischen jedem Paar Adjektive, der am besten beschreibt, wie Sie sich selbst als Lehrer sehen.

Interesse weckend ___ ___ ___ ___ ___ ___ kein Interesse weckend

trocken ___ ___ ___ ___ ___ ___ lebhaft

erfolgreich erfolglos

2) Jetzt bitte tun Sie dasselbe unten in Bezug darauf, wie Sie die <u>tägliche Arbeit eines Lehrers allgemein sehen</u>.

unattraktiv	___ ___ ___ ___ ___ ___	attraktiv
ansprechend (inviting)	___ ___ ___ ___ ___ ___	nicht ansprechend (Uninviting)
wunderschön (beautiful)	___ ___ ___ ___ ___ ___	scheußlich (ugly)

3) Rechts von jeder der folgenden Feststellungen kreuzen Sie bitte zuerst das Ausmaß an, in dem Sie **zustimmen** oder **nicht zustimmen**, und dann kreuzen Sie das Ausmaß an, in dem Sie sicher in Ihrer Zustimmung oder Ablehnung sind.

	<u>Ausmaß der Zustimmung</u>					<u>Sicherheit</u>		
	völ. Zust.	Zust.	unentsch.	Ablehng.	stark. Ablehng.	ziemlich. sich.	recht sich.	sehr sich
Wachsende Freiheit im Klassenraum ruft Verwirrung hervor.								
Die meisten Schüler sind einfallsreich, wenn sie alleingelassen sind.								
Gewöhnlich sind Kinder nicht dazu geeignet, ihre eigenen Themen für Unterrichtseinheiten und Berichte auszuwählen.								

<u>Bitte merken Sie:</u> Auf den ersten Blick werden die folgenden Punkte – besonders die Gesichter Ihnen albern oder unernst vorkommen. Bitte seien Sie versichert, daß diese Punkte Ihnen mit allem Ernst vorgestellt werden und daß diese Technik, Antworten zu sammeln sorgfältig studiert und ausgewertet wurden schon vor ihrer Verwendung an dieser Stelle. Danke, daß Sie sich damit abfinden wollen.

4) Jedes der folgenden 6 Gesichter drückt ein verschiedenes Gefühl aus. Wenn Sie an alle Lehrer <u>an Ihrer Schule</u> denken, gegenüber wie vielen von ihnen fühlen Sie sich derartig? Für jedes Gesicht setzen Sie bitte einen Haken (✓) in die jeweiligen Rubriken, der am besten anzeigt, gegenüber wie vielen **Lehrern** Sie sich so fühlen.

(bitte wenden !)

Gegenüber wie vielen Lehrern fühlen Sie sich so?

Gefühle

	keinem	wenigen	einigen	vielen	allen
sehr positiv					
recht positiv					
etwas positiv					
etwas negativ					
recht negativ					
sehr negativ					

Jetzt bitte tun Sie dasselbe wie viele Lehrer, daß sie glauben, sich Ihnen gegenüber so fühlen.

Gefühle Wie viele Lehrer fühlen sich so Ihnen gegenüber ?

	keiner	wenige	einige	viele	alle
sehr positiv					
recht positiv					
etwas positiv					
etwas negativ					
recht negativ					
sehr negativ					

Anmerkung: Wir danken Ihnen für Ihre Mitarbeit. Zur Sicherung der Anonymität Ihrer Antworten legen wir einen Briefumschlag bei, in den Sie den ausgefüllten Fragebogen stecken können.

AN INTERNATIONAL SURVEY OF THE ROLE OF THE TEACHER IN EDUCATIONAL DECISION-MAKING
PROFESSIONAL QUESTIONNAIRE

Part I. Professional Information

1. What year did you begin teaching (exclude practice teaching)?_____
2. Including this year, how many years have you actually taught?_____
3. In how many schools have you taught in the last 5 years? _____
4. Please indicate with a check (✓) :
   (a) Sex: Male____; Female____
   (b) Marital Status: Single____; Married____; Divorced (separated)____; Spouse Deceased____
   (c) Age: Under 25___; 25-35___; 35-45___; 45-55___; Over 55___
5. Wher you were an adolescent (13-17 yrs.old), what was your father's occupation? _____
6. Do you have an area of specialization (i.e., subject specialty) in your present school? Yes___; No___
7. If you answered "yes" to item 6, indicate the area of specialization in the space below. If you answered "no" to item 6, indicate <u>one</u> subject which you teach._____
8. What is the average number of pupils you have in your classes? _____
9. What is the age level(s) of your pupils? _____
10. Check each of the following qualifications which applies to you:
    Teaching Certificate: Provisional____ Permanent____ Other ___
    Academic Degree: Bachelor's ___ Master's ____ Doctorate___
11. What is your current professional position in your school? _____

Part II. Your Influence on Educational Decisions

A number of decisions which affect the education of children in your class(es) are listed below. Please place a check (✓) in the box after each decision which indicates how much influence you feel you have on that decision.

If you feel that you have no power at all to influence a decision listed below, then place a (✓) in the <u>None</u> box opposite that decision. If you feel that you have the total authority over a decision, then place a (✓) in the <u>Total</u> box. Use the <u>A Little</u>, <u>Some</u>, <u>Much</u>, and <u>Very Much</u> boxes in the same way to indicate your response to each decision.

EDUCATIONAL DECISIONS	YOUR INFLUENCE					
	None	A little	Some	Much	Very Much	Total
1. The skills and attitudes which pupils are expected to develop in your classes.						
2. The curriculum guide for subjects which you teach..						
3. The textbook(s) pupils use in your classes						
4. The sequence in which you teach various topics in your classes						
5. Whether or not to include a field trip or outside visit for your pupils						
6. The methods of pupil assessment and examination in your classes						
7. Placement of any children from your classes into a special school for emotionally maladjusted						
8. Placement of any children from your classes into a special school for educationally sub-normal						

Part II (cont.)

	None	Little	Some	Much	Very Much	Total
9. The method of reporting your pupils' achievement to parents and to the pupils themselves...						
10. Whether or not to buy new teaching equipment (e.g., maps, films, etc.) for your classroom...						
11. Whether or not to introduce complex technology such as teaching machines into your classes.						
12. Whether or not to run an experiment to evaluate a new method or technique in your classes						
13. The size of your classes						
14. The rules for acceptable conduct in your classroom						
15. The type of disciplinary action to take when unacceptable conduct occurs in your classroom..						
16. The standards of pupil dress, hair styles, etc. in your classroom						
17. The standards of your own dress, hair style, etc. in school						
18. The way in which you use your free periods in school						
19. The subjects which students must take in your school						
20. Your establishing a new subject in the school's curriculum						

Part III. Views on Teaching

1. Below are three sets of opposite adjectives. Please place a check (✓) in that space, between each pair of adjectives, that best describes <u>how you view yourself as a teacher</u>.

Interesting	___	___	___	___	___	___	Uninteresting
Stale	___	___	___	___	___	___	Fresh
Successful	___	___	___	___	___	___	Unsuccessful

2. Now please do the same below for <u>how you generally view the daily work of a teacher</u>.

Unattractive	___	___	___	___	___	___	Attractive
Inviting	___	___	___	___	___	___	Uninviting
Beautiful	___	___	___	___	___	___	Ugly

3. To the right of each of the following statements, please <u>first</u> check the extent to which you <u>agree</u> or <u>disagree</u>, and then check the extent to which you are <u>sure about your agreement or disagreement</u>.

	Extent of Agreement					Sureness		
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Fairly Sure	Quite Sure	Very Sure
Increased freedom in the classroom creates <u>confusion</u>								
Most pupils are resourceful when <u>left on their own</u>								
Pupils usually are not qualified to select their own topics for themes & reports								

Part III (cont.)

PLEASE NOTE: At first glance, the following items - particularly the faces - may strike you as being foolish or not serious. Please be assured that these items are presented with all seriousness and that this technique of acquiring responses has been carefully studied and validated prior to its use here. Thank you for bearing with it.

4. Each of the six faces below expresses a different kind of feeling. When you think of all the teachers at your school, toward how many of them do you feel each way? For each face, please place a check (✓) in that right hand column that best indicates how many other teachers you feel that way toward. This means checking one box in each row.

FEELINGS — TOWARD HOW MANY TEACHERS YOU FEEL THAT WAY

	None	A Few	Some	Many	All
very positive					
quite positive					
somewhat positive					
somewhat negative					
quite negative					
very negative					

Now, please do the same thing for how many teachers you think feel each way toward you.

FEELINGS — HOW MANY TEACHERS FEEL EACH WAY TOWARD YOU

	None	A Few	Some	Many	All
very positive					
quite positive					
somewhat positive					
somewhat negative					
quite negative					
very negative					